THE EFFECT OF SPLIT INFORMATION ACTIVITY TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMAN 1 PANGKALAN LADA

THESIS

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in Partial Fulfillment of the Requirements for
the Degree of *Sarjana Pendidikan*

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Assalamu'alaikum Wr. Wb

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THE EFFECT OF SPLIT INFORMATION ACTIVITY TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMAN 1 PANGKALAN LADA

ABSTRACT

The purpose of this research was to measure the effect of split information activity toward students' speaking ability at the eleventh grade students at SMAN 1 Pangkalan Lada. It result focus on rereporting orally in monologue after the students giving and receiving their information. The problem of study was" Is there significant effect of split information activity in teaching speaking ability at the eleventh grade students at SMAN 1 Pangkalan Lada?"

The type of this study was quasi- experiment research. There were two samples classes, they were class XI IPA 1 as the control group and XI IPA 2 as the experiment group, and the total number of two samples classes was 56 students. In this study writer used inter-rater. Writer was helped by English Teacher at SMPN 1 Pangkalan Lada as first tester for pre-test and post-test. Second rater was writer myself. The writer gave pre-test to both classes, then writer gave treatment by split information activity to the experiment class and he gave traditional teaching to the control class. After that, the writer gave post-test to the both classes. To calculate hypothesis, writer used manual calculation and SPSS 18.00 program to support manual calculation.

The result of manual calculation showed that the calculated value ($t_{observed}$) was greater than t_{table} at 5% significance or 2,325>2,010. The result from SPSS program was 2,366>2,010. This indicated the result of hypothesis, H_a there was significant effect of split information activity at the eleventh grade students at SMAN 1 Pangkalan Lada was accepted and H_o there was not significant effect of split information activity at the eleventh grade students at SMAN 1 Pangkalan Lada was rejected. So, the writer recommend split information activity used in teaching speaking.

Key Words: Split Information Activity, speaking ability.

PENGARUH DARI *SPLIT INFORMATION ACTIVITY* TERHADAP KEMAMPUAN BERBICARA SISWA PADA KELAS SEBELAS DI SMAN 1 PANGKALAN LADA

ABSTRAKSI

Tujuan dari penelitian ini adalah untuk mengukur pengaruh dari *split information* activity terhadap kemampuan berbicara siswa kelas sebelas di SMAN 1 Pangkalan Lada. Hasil penelitian ini fokus pada melaporkan kembali secara lisan dalam monolog setelah para siswa saling memberi dan menerima informasi. Masalah dari pengajaran ini adalah "apakah ada pengaruh dari *split information activity* dalam pengajaran kemampuan berbicara pada kelas sebelas di SMAN 1 Pangkalan Lada?"

Tipe dari penelitian ini adalah quasi-expreiment. Terdapat dua kelas yang menjadi sampel penelitian, yaitu kelas XI IPA 1 sebagai kelas kontrol dan XI IPA 2 sebagai kelas experiment, dan jumlah keseluruhan dua kelas sample adalah 56 siswa. Dalam penelitian ini penulis menggunakan inter-rater. Penulis dibantu Guru Bahasa Inggris SMAN 1 Pangkalan Lada sebagai rater pertama untuk pre-test dan post-test. Rater keduanya adalah penulis sendiri. Penulis memberikan pre-test kepada kedua kelas, kemudian memberikan pengajaran dengan *split information activity* pada kelas experiment dan tradisional pengajaran pada kelas kontrol. Setelah itu penulis memberikan post-test kepada kedua kelas. Untuk menghitung data dari hipotesis penulis menggunakan perhitungan manual dan program SPSS 18.00 untuk bantuan perhitungan manual.

Hasil dari perhitungan manual menunjukkan $t_{observed}$ lebih besar daripada t_{table} di tingkat kesalahan 5% atau 2,325>2,010. Dan hasil dari SPSS adalah 2,366>2,010. Ini menunjukkan hasil dari H_a adalah ada pengaruh signifikan dari split information activity dalam pembelajaran kemampuan berbicara siswa kelas sebelas di SMAN 1 Pangkalan Lada adalah diterima, dan H_o tidak ada pengaruh yang signifikan dari split information activity dalam pembelajaran kemampuan berbicara siswa kelas sebelas di SMAN 1 Pangkalan Lada adalah ditolak. Jadi, penulis merekomendasikan agar *split information activity* digunakan dalam pembelajaran speaking.

Kata Kunci : *split information activity*, kemampuan berbicara.

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Palangka Raya, October 11th 2016

The Writer

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DECLARATION OF AUTHENTICATION

In the name of Allah,

I myself make declaration that this thesis entitled **THE EFFECT OF SPLIT INFORMATION ACTIVITY TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMAN 1 PANGKALAN LADA**, is **truly my own writing**. So, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, October 2016
My own declaration

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MOTTO

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

.... أَلَا بِذِكْرِ ٱللَّهِ تَطْمَئِنُّ ٱلْقُلُوبُ ﴿٢٨﴾

Definition:" ..... Verily in the remembrance of Allah do hearts find rest!

-(Q.S. ar-Ra'd [13]: 28)-

DEDICATION

This thesis is dedicated to some special people as follow:

- My beloved parents, **SARJI and SUPARNI**, thanks for your support and pray, for every pray you sent up for me in your every prayer you cried to pray me. You always love me and accepted me in the sad moment and beautiful moment and you always give me motivation, love and smile to make me comfortable. Allah bless you all. I love you all and I always pray for you.
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TABLE OF CONTENT

LIST OF TABLE

LIST OF CHARTS

LIST OF APPENDICES

Appendix

LIST OF ABBREVIATION AND SYMBOLS

DF	: Degreeof Freedom
SMAN	: Sekolah Menegah Atas Negeri
IAIN	: Institut Agama Islam Negeri
SPSS	: Statistic Product and Service Solution
F	: Frequency
x	: Midpoint
X	: Mean
Me	: Median
Mo	: Modus
SD	: Standard Deviation
SEM	: Standard Error of Mean

CHAPTER I
INTRODUCTION

This chapter covers the background of the study, the problem of the study, the objective of the study, the hypotheses, the significances of the study, the variables of the study, the scope of the study, the definition of key terms, and the framework of discussion.

A. Background of the Study

English is one of important languages which is spoken by people almost around the world. Knowing English not only can help people to communicate in global are but also help us in finding a job. People will be able to express their thought and feeling by using language. One of the ways in communication is through speaking. It is very important to master speaking well. To master speaking ability, student must be trained to use English in communication orally. Therefore, we need to learn English as a tool of communication.

In Indonesia, although English is not a second language but it is a foreign language taught at elementary school up to universities. Learning English still has important roles for the students. For example, English subject becomes one of the subject that being tested to the students in national examination. It means that the students need to know well about English itself.

In English, there are receiptive skills and productive skills. Receiptive skills are listening and reading while productive skills are speaking and writing. Listening and reading are the ways to receive input; speaking and writing are the ways to produce language.

There are some components that support the speaking skill; pronunciation, grammar, vocabulary, fluency and comprehensibility. Those components support one another. Therefore, to become a good speaker, we need to master all of the components.

There are many ways to develop speaking skill such as short conversation, small group discussion, role play, retelling the story or speech contest. Those ways are very useful for students. It is usually conducted by teacher in classroom to develop students speaking skill. Also, today there are many teaching methods to support speaking class. Each method has strength and weaknesess. Therefore, it depends on the classroom situation and the students themselves.

Based on the preliminary study, SMAN 1 Pangkalan Lada can be assumed as a school taught by using traditional method. It can be seen from the techniques used by the teacher in the classroom during teaching-learning process. The techniques are often employed by the teacher include repetition drills, memorization of dialogues, question and answer practice, and various forms of guidance speaking practice. The teacher often presented a model dialogue. Then, the students are asked to repeat each line of the dialogue

either individually or in chorus. After that, the dialogue is memorized. Besides those activities, the teacher seems to be the central in the teaching learning process and students rely on the teacher for a model. That is why the classroom atmosphere seems to be boring and most of the students are passive.

Besides, the writer also found that most of the students could not speak well. There were some factors that made them could not speak well. First, they were lack of interest motivation to speak. Second, they rarely practiced speaking English with their friends. Last, they did not really enjoy the English subject. In short, the students needed an interesting situation in the classroom to make them comfort and enjoyed learning English particularly in speaking.

In making the students interested in teaching and learning prosess especially in speaking skill, the teacher should use the most appropriate teaching technique which is suitable to the students' level. English teachers should use an interesting teaching technique to present their teaching materials which is expected not only to develop students speaking ability but also to help them in creating fun in the classroom.

Bernard states that motivation is very vital in language learning. It makes language learners positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and

Experience real communication.[1] Therefore, one of the alternative techniques is information gap tecnique.

Harmer states that an information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication in which motivation can be high, and they require sub-skills such as clarifying meaning and rephrasing.[2]

Another research concerning information gap tachnique was conducted by Asrobi and friends. In their study, they have proven that using information gap technique is much better than conventional technique for teaching speaking skill,it is more effective than conventional technique to teach speaking skill to the students who have high achievement motivation. Using conventional technique is not more effective than using information gap technique to teach speaking skill for the students having low achievement motivation.[3]

Suitable in cooprative learning, information gap gives new situation and condution, beacause in cooprative learning and information gap divide

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[1] Bernard, J. *Motivation in foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University Language Learning Environment*, Carnegie Mellon University, 2010, p.41.

[2] Jeremy Harmer, The *Practice of English Language Teaching*, Essex: Pearson Education Limited, 2007, 4th ed., p. 223.

[3]Asrobi at all, "The Effect of Information Gap Tachnique and Achievement Motivation Toward Students' Ability". *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris* (Volume 1 Tahun 2013).

students to be small group discussion to transver and share their information. While, cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.[4]

The writer chose information gap specially using split information activity because it can provide change for the students to speak with their friends without feeling any pressure. It can stimulate and motivate student in interesting teaching and learning process, and also it can encourage students by using real communication strategies. In addition, it encourages the students to share and deliver their options or ideas related to the material that given by the teacher. Based on the reasons above, it motivates the writer to conduct a study entitled " **THE EFFECT OF SPLIT INFORMATION ACTIVITY TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMAN 1 PANGKALAN LADA**"

B. Problem of the Study

Based on the background of the study above, the problem of the study is "Does split information activity give statistically significant effect toward students' speaking scores at the eleventh grade of SMAN 1 Pangkalan Lada?

[4] Stephen Balkcom. *Office of Research Education Consumer Guide*. (online june 27, 2016).

C. Objective of the Study

The objective of this study is to measure the effect of split information activity toward students' speaking scores at the eleventh grade of SMAN 1 Pangkalan Lada.

D. Hypotheses

The study is two hypotheses—alternative and null. The alternative hypothesis (Ha) of this study is, "Split Information Activity give statistically significant effect toward students' speaking scores at the eleventh grade of SMAN 1 Pangkalan Lada." Meanwhile, the null hypothesis (Ho) of this study is, "Split Information Activity does not gives statistically significant effect toward students' speaking scores at the eleventh grade of SMAN 1 Pangkalan Lada."

E. Significances of the Study

There are two significances of this study, theoretical and practical. Theoretically, the result of the study is expected to support the theory of the teaching of speaking using Split Information Activity. Besides, the study is also expected to provide empirical data about teaching of speaking using Split Information Activity. Meanwhile, practically, it is expected that the result of the study can give contribution to the English teachers, especially English speaking teachers. It is hoped that Split Information Activity can be used by teachers as an alternative way in teaching of speaking. Moreover, the study can also help the students to solve their problems in speaking. Most of students

keep silent and have anxiety of speaking in front of the class. In this sense, by applying Split Information Activity, those who keep silent and have anxiety of speaking in front of class can be engaged in an active and interesting learning environment. Therefore, the students will be active and their anxiety of speaking will also be reduced. Moreover, their speaking ability will also improve.

F. Variables of the Study

There are two variables in this study. They are independent and dependent variables.

1. Independent variable of the study is teaching speaking skill using Split Information Activity (X).
    a. X1 : experimental group is the group in which Split Information Activity applied.
    b. X2 : control group is the group in which Split Information Activity not applied.

2. Dependent variable of the study is students' speaking scores (Y).

G. Scope of the Study

This study focuses on the effectiveness of teaching speaking using information gap activity specially split information activity at the eleventh grade students of SMAN 1 Pangkalan Lada. Its result focuses on rereporting orally in monologue after the students give and receive their information. Information gap activity was chosen for it because it is one of communicative

techniques that not only develops students' language fluency, but also promotes interaction in the classroom and increases students' motivation. Besides, a number of research findings also said that this technique is an effective technique in teaching speaking. More specifically, the type of information gap used is Split Information Activity. Split Information Activity was chosen because this type of Information Gap gives an interestingway to get information completely in specific topic. Meanwhile, the specific text type that taught to the students is report. In line with senior high school syllabus, report text is taught in the eleventh grade level. More specifically, regarding with the students' speaking ability in the present study, the students are required to have the ability to ask and give information on a specific topic. The topics tought to the students are about animals(Camel, Panda, Bird, Crocodile, Butterflies).

H. Definition of Key Terms

1. Effect is a change produced by an action or a cause.[5] In the present study, Information Gap Activity gives effects on students' speaking ability if the students' speaking ability after being taught using information gap activity is different from being taught by using Traditional Approach. The differences between students' speaking ability are the result of using Information Gap Activity. On the contrary, Information Gap Activity is does not give effects on students' speaking ability if the students' speaking ability taught by using Information Gap Activity is the same or almost the same as being taught by using Traditional Approach.

[5]A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Fifth Edition, New York: Oxford University Press, 1995, p. 369.

2. Split Information Activity is an activity of gap using one text, then split a text to be two parts and divide it to every group discussion. In the last, everyone in every group should transfer their information to another person of the other group. While, Information gap activity is a technique where the students usually work in pairs, each has accessed to some information. By working together they try to solve the whole.[6]
3. Speaking ability is the ability for use of particular types of lexicogrammatical forms and illocutionary functions within a particular language[7]. In the present study, the students' speaking ability concerns with the students' ability in asking and giving information on a specific topic.

I. Framework of Discussion

This thesis consists of five chapters. The first chapter is introduction which describes the background of the study, the problem of the study , the objective of the study, the hypotheses, the significances of the study, the variables of the study, the scope of the study, the definition of key terms, and the framework of discussion. The second chapter is review of related literature that explains the related studies, speaking, information gap activity (split information activity), cooprative learning and report text. The third chapter is the research method which explains the research design, population and sample, instrumentation, data collection procedures, and data analysis

[6] Peter Watcyn-Jones, *Grammar Games and Activities for Teachers*, (London: Penguin Books, 1995), p. 8.

[7] Carol A. Chapelle, *English Language Learning and Technology*, Amsterdam: John Benjamins Publishing, 2003, p. 155.

procedures.The fourth chapter is research findings and discussions which explains findings and discussion.The fifth is closure which explains conclusion and sugestion.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It covers five major sections. They are the related studies, speaking, information gap activity, and report text as elaborated below.

A. Related Studies

Concerning with Information Gap Activity, Putu and friend in their study have proven that information gap technique gives significant progress in improving students' speaking skill. It is showed by the result in the pre-test and the result in post-test. In post-test, there is a significant progress between the result in the pre-test and the result in the post-test after they were given treatment by using information gap technique.[8]

Kazem and javad have also conducted a study on Information Gap. Their research finding show that implementing information gap tasks in Iranian English classroom does affect positively the students' speaking abilities; and the students who are exposed to these tasks will be able to communicate in English much more efficiently than those who are not.[9]

Another research study on the field conducted by Sugiarti showed a

[8] Putu at all, " Improving Speaking Skill Through Information Gap Technique". *E-Journal of English language Teaching Society (ELTS)*, Vol. 2, No. 4, 2014, p. 12.

[9] Kazem Watamni and Javad Gholami, *The Effect of Implementing Information-Gap Task on EFL Learners' Speaking Ability*, Urmia branch: Islamic Azad University, 2012, p. 279.

positive result, She stated on her research that the implementation of information-gap activities could improve the students' speaking skills. This implies that in teaching and learning of speaking, it is important for teachers to provide adequate speaking activities that can stimulate the students to practice their speaking. However, the information-gap activities should match the topics being discussed, so the students' understanding of the lesson will also be improved.[10]

Compared to the study conducted by Putu and friends, the present study is also conducted on Information Gap Technique and the skill chosen is also speaking. Their study and present study are quasi-experimental study. Besides, the population and sample of the present study also differ from Their study. They use card containing a picture to apply information gap activity. Firstly, They divided the students into five groups. Each group consisted of four students. Secondly, each group was given card containing a picture. They asked the students to find their partner who had the same picture by asking the characteristic of the picture. The reseacher did not allow them to show their card to others.

Thirdly, after getting all the information about the picture that needed, the researcher asked students to guess the kind of picture in their partners had. If they had not found yet the same picture as they had, they were asked again by other friends but still in one group until they found the partner who had the

[10] Desi Sugiarti, *Using Information-Gap Activities to Improve The English Speaking Skill of XI KR 4 Students at SMK Negeri 3 Yogjakarta in The Academic Year of 2013/2014*, Yogjakarta: Yogjakarta State University, 2014, p. 104-105.

same picture. Fourthly, after finding the partner who had the same picture, the researcher instructed to students to make simple description about their picture that they got from their partners. Finally, the students showed their perfomance after writing a simple description about their picture. Then, they had to perform the simple description about their picture in front of the class.[11] While, present study uses split information activity specific topic in report text to apply information gap.

In relation to Kazem's study, both his study and the present study are conducted on information gap. However, they differ from the kind of Information Gap that are chosen. In Kazems' study, the kind of Information Gap used is missing information using puzzle. The teacher prepares a master handout based on information. Then, the teacher deletes pieces of information on two sets of handouts.For example, Handout "A" will have some information deleted that handout "B" will provide.

Related with Sugiarti, her study and the present study are conducted on information gap.They differ from the kind of information Gap that are chosen. In Sugiati's study used flash card. The teachers can divide the class into two big groups. Later on, students in the first group will act as secretaries in companies while those in the other group will act as people making a call to the companies. Each student is given a flash card containing different information, because the two groups have different tasks. A student belongs to the caller

[11] Putu at all, " Improving Speaking Skill Through Information Gap Technique". *E-Journal of English language Teaching Society (ELTS)*, Vol. 2, No. 4, 2014, p. 11.

group is to make a call to a student in the secretary group. He should read the information on the card for the secretary and the secretary should write down the needed information on the card he has. The information can contain name (people and company of the caller and the addressee of the call), number (phone number), and simple sentence (the message). Doing the activity, the students will use many kinds of expressions and speaking strategies, such as asking for and giving information, clarifying and confirming of meaning.[12]

Whereas, present study uses split information specific topic in report text to apply information gap. The teacher prepares one report text, then he divides class into two groups. After that he split a report text to be two subsets, then allocates first subset to first group and second subset to second group.

B. Speaking

1. Nature of Speaking

Speaking is a productive skill. According to Love and Reilly, oral language (speaking) is essential for social interaction and is used for purposes such as controlling others, expressing feelings, informing people, questioning, or obtaining what is needed.[13] Speaking can be seen from some perspectives. Luoma presents three perspectives speaking which are discussed in applied linguistics. Speaking can be seen from linguistic descriptions of spoken language, speaking as an interaction, and speaking as

[12] *Ibid.,p.21*

[13] Elizabeth Love and Sue Reilly, *Time for Talking: Speaking and Listening Activities for Younger Students*, Parsippany: Good Year Books, 2000, p. 3.

a social and situation-based activity. All these perspectives see speaking as an integral part of people's daily lives.[14] Speaking skill (oral proficiency) consists of at least four subskills area. They are pronunciation, grammar, vocabulary, and fluency as described below:

a. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

b. Grammar

In linguistics, the term is used to refer to the rules or principles by which a language works, its system or structure.[15] It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.[16]

c. Vocabulary

One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without

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[14] Sari Luoma, *Assessing Speaking*, New York: Cambridge University Press, 2004, p. 9.

[15] Laurel J. Brinton, *The Structure of Modern English: A Linguistic Introduction*, Amsterdam: John Benjamins Publishing Company, 2000, p. 8.

[16] J. B. Heaton, *Writing English Language Test*. London: Longman, 1978, p. 5

grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, vocabulary means the appropriate diction which is used in communication.

d. Fluency

Fluency is typically measured by speed of access or production and by the number of hesitations.[17] Speed is a factor, but it is not the only. The other factors are pausing and filling pauses. According to Thornbury, the features of fluency are: the pauses may be long but not frequent, pauses are usually filled, pauses occur at meaningful points, and there are long run of syllables and words between pauses.[18]

In this study, the scoring aspects of speaking test will only focus on the four subskills area. The four subskills are chosen because these four aspects of language considered to be very important although they are not the only possible ones. Besides, the four subskills of speaking are chosen for their simplicity.

2. Types of Classroom Speaking Performance

With the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.[19]

1. Imitative

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[17] I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, New York: Routledge, 2009, p. 152.

[18] Scott Thornbury, *How to Teach Speaking*, New York: Addison Wesley Longman, *Inc*.,2004, p. 8.

[19] H. Douglas brown, *Teaching by principles: An Interactive Approach to language Pedagogy*, 2ed Edition Sans Francisco: Sans Francisco State University, 2002, p. 271

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder"speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

Table 2.1 Micro skills of oral communication

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes allophonic variants.
3. Produce English stress pattern, word in stressed and unstressed positions, rhythmic structure, and international contour.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategies devices pauses, fillers, self correction, backtracking to enhance the clarity of the message.
8. Use grammatical word classes (noun, verb, etc) system (tense, agreement, pluralisation), word order, patterns, rules, and elliptical form.
9. Produce speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conversations, and othersociolinguistic features in face to face conversation.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to covey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Here are some useful guidelines for successful drills :

1) Keep them short (a few minutes of a class hour only)

2) Keep them simple (preferably just one point at a time)

3) Keep them “snappy”

4) Make sure students know why they are doing the drill

5) Limit them phonology or grammatical points

6) Make sure they ultimately lead to communicative goals

7) Do not overuse them

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of languages. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

T : How are you today?

S : Pretty good, thanks, and you?

T : What is the main idea in this essay?

S : The United Nations should have more authority

S1: So, what did you write for question number one?

S2 : Well, I was not sure, so I left it blank

4. Transactional (dialogue)

Transactional language, carry out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may more of a negotiate nature to them than does responsive speech:

T : What is the main idea in this essay?

S : The United Nations should have more authority.

T : More authority than what?

S : Than it does right now.

T : What do you mean?

S : Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T : You do not think the UN has that power now?

S : Obviously not. Iraq is still manufacturing nuclear bombs.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors.

1) A casual register

2) Colloquial language

3) Emotionally charged language

4) Slang

5) Ellipsis

6) Sarcasm

7) A covert “agenda”

For example:

Amy : Hi, Bob, how`s it going?

Bob : Oh, so-so.

Amy : Not a great weekend, huh?

Bob : Well, far be it from me to criticize, but I`m pretty miffed about last week.

Amy : What are you talking about?

Bob : I think you know perfectly well what I`m talking about.

Amy :Oh, that..... How come you get so bent out of shape over something like that?

Bob : Well, whose fault was it, huh?

Amy : Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we`d settled this before. Well, what more can I say? Learner would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

6. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

3. Principles for Designing Speaking Technique

Based on brown, there are some principles for designing speaking.

a. use techniques that cover the spectrum of learner needs, from language based focus on accuracy to messsage based focus on interaction, meaning, and fluency.
b. Provide intrinsically motivating techniques
c. Encourage the use of authentic language in meaningful contexts
d. Provide appropriate feedback and correction.
e. Capitalize on the natural link between speaking and listening.
f. Give students opportunities to initiate oral communication
g. encourage the development of speaking strategies[20]

4. The Problems of Teaching Speaking in EFL Classroom

As speaking is a productive skill, it is not an easy thing to teach it to the students. There are various problems that faced by both the teacher and the students, either the problems that come from the students or from the English teacher itself. Dealing with the problems of teaching speaking in EFL classroom, Gebhard mentions that there are three problems that often found in EFL classroom, namely: the "students won't talk" problem, the "error treatment" problem, and the "any native speaker can teach conversation" problem.[21]

[20] Ibid., p. 275
[21] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, Michigan: The University of Michigan, 2000, p. 186.

The first problem is “students won’t talk”. In the “students won’t talk” problem, ESL teachers point out that some students, including advanced students are so shy or have such high levels of anxiety over speaking that they will not speak in class. Perhaps they are anxious because they have not many chances to speak or because teachers in the past have been critical with their English.

To get such students talk, the teachers need to gain the trust of the students. To gain trust, the students need to know that the teachers are on their side. They need to know that the teachers do not expect them to speak English perfectly, and the teachers realize it by taking time and effort for them to learn to converse in English. The teachers also need to provide opportunities for students to feel at ease in the classroom. One way to do this is through warm-up activities. In fact, the objective of using warm-up activities is to relax students, to help them divest their apprehensions in classroom. There are a great number of possible ways to warm students up for conversation class and some examples of techniques used by drama teachers are breathing warm-up exercise, walking warm-up exercise, and a voice warm-up excercise.

The second problem is “error treatment”. In the “error treatment” problem, some teachers are concerned that students do not change their language, even after receiving feedback on their language errors. When language errors are made, the teachers can decide not to treat or treat them. If the teachers decide to treat them, there are other decisions that need to be

made. The teachers should decide when the errors should be treated, which errors should be treated, who should treat them, and how they can be treated.

The third problem is "any native speaker can teach conversation". Related to this problem, there is a false assumption among some administrators and teachers that any native speaker of English can teach the conversation class.

The reasons why native speakers of English are often asked to teach conversation simply because they are native speakers. This idea is based on two assumptions. First, the native speaker is most qualified to expose the learners to authentic use of English. Second, those who teach the speaking course do not need special qualifications as teachers (unlike teachers of reading and writing).

The first reason is true, but the second assumption is false. Teaching students to converse in another language is quite challenging. It requires those who teach it to develop an understanding of what learning to converse in a foreign language entails, as well as be able to make use of activities which provide opportunities for students to speak. In addition, teachers need a great variety of skills in classroom management, as well as in interpersonal and cross-cultural communication.

Besides the three general problems mentioned by Gebhard above, there are also a number of studies conducted on the problems of teaching speaking in EFL classroom, especially in Indonesian learners' EFL

classroom. One of them is a study conducted by Tutyandari. As quoted from Widiati and Cahyono, Tutyandari found that some Indonesian students are likely to keep silent. She also found out that students keep silent because they lack self confidence, lack prior knowledge about topics, and because of poor teacher-learner relationship.

In order to cope with students' limited knowledge, she advised speaking teachers activate the students' prior knowledge by asking questions related to topics under discussion. She also mentioned that students' self-confidence can be enhanced and their anxiety reduced by giving them tasks in small groups. She emphasized the importance of tolerance on the part of the teacher. More particularly, she recommended that the teacher act as a teacher- counselor who provides supports and supply students' needs for learning, rather than as one who imposes a predetermined program.[22]

5. Teaching Speaking at Senior High School

English is the first foreign language in Indonesia. It is a compulsory subject to be taught for three years at Junior High Schools and for three years in Senior High Schools. English also has been taught in Elementary Schools as an elective subject since the implementation of the 1994 Curriculum. In line with GBPP (Garis-Garis Besar Pedoman Pengajaran/ The General Instructions of Teaching), the teaching of English language at Senior High School in Indonesia is focused on four major skills. One of them is speaking skill.

[22] Utami Widiati and Bambang Yudi Cahyono, "*The Teaching of EFL Speaking in The Indonesian Context*", Bahasa dan Seni, Year 34, No. 2, August 2006, p. 278-279.

Speaking is taught as a skill in English language subject. It is integrated with the three other skills—listening, reading and writing. It means that the all skills are taught integrally. The principle of teaching speaking is all processes of teaching should be communicative because the graduates of the students of Senior High School are directed to have life skill for communication to meet the need for job opportunity, besides they can continue their study to the higher level.

In line with The Regulation of the National Education Minister Number 23 Year 2006, the graduate competency standards (Standar Kompetensi Lulusan) for speaking at SMA level is:

Express meanings orally in simple interpersonal and transactional discourse, both formally and informally, in the form of recount, narrative, procedure, descriptive, news items, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in real daily life.[23]

6. Speaking Assessment

Assessing speaking is difficult for there are so many factors that influence the impression of how well someone can speak. Wyse and Jones state that in order to assess speaking, a number of questions need to be thought. The teachers have to think about what criteria is going to be applied, what contexts for talks will be included, how the talk will be recorded, and how to ensure that the assessments are fair.[24]

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[23] https://ktsp.files.wordpress.com/2006/11/bahasa-inggris.pdf. (online on february 18, 2016).

[24] Dominic Wyse and Russell Jones, *Teaching English Language and Literacy*, Second Edition, London: Taylor & Francis e-Library, 2007, p. 215.

There are various samples of an oral English rating scale. Here is one from Folse which will be used by the writer to score the students' oral work.[25]

Table 2.2 The Scoring Rubric of Speaking

Sepeaking Assesment			
Category	Students' Score	Guide	
Grammar (25 points)		24-25	Excellent. Few errors; communication of ideas is clear.
		22-23	Very good. One or two errors, but communication is mostly clear.
		20-21	Good. Several errors in syntax, but main ideas are mostly clear.
		18-19	Fair. Noticeable errors that occasionally confuse meaning.
		12-17	Weak. Language is marked by errors. Listeners' attention is diverted to the errors rather than the message. Meaning is often unclear or broken.
		0-11	Unacceptable. Communication is impeded. Too many errors in this task for a student at this level.
Vocabulary		20	Excellent. Correct selection of words and idioms. Variety of vocabulary.

[25] Keith Folse, *The Art of Teaching Speaking*, United States of America: The University of Michigan Press, 2006, p 222.

(20 point)		18-19 16-17 14-15 12-13 0-11	Very good. Correct selection of words and idioms. Some variety of vocabulary Good. Mostly correct choice of vocabulary. Meaning is clear. Fair. Noticeable vocabulary errors that occasional confuse meaning. Reliance on simple vocabulary to communicate. Weak.Many vocabulary errors. Listeners' attention is diverted to the errors rather than the message. Meaning is often unclear or broken Unacceptable. Too many errors in this task for a student at this level. Communication is impeded
Fluency (30 points)		29-30 27-28 24-26 21-23 12-20 0-11	Excellent. No hesitation at all Very good. Hesitations in one or two places but immediately continued Good. Occasional hesitations but recovered well Fair. Noticeable gaps that catch listeners' attention usually followed by recovery Weak. Several short periods of silence. Several gaps that disrupt the flow information. Listeners' attention is diverted to the gaps rather than message. Unacceptable. Periods of silence. Gaps without good recovery.
Pronunciation		24-25	Excellent. Few errors; native-like pronunciation

(25 points)		22-23 20-21 18-19 12-17 0-11	Very good. One or two errors, but communication is mostly clear Good. Several pronunciation errors, but main ideas are understood without problem Fair. Noticeable pronunciation errors that occasional confuse meaning Weak. Language is marked by pronunciation errors. Listeners' attention is diverted to the errors rather than message. Meaning is often unclear. Unacceptable. Too many errors in this task for a student at this level. Communication is impeded.
Students' score			

C. Information Gap Activity

1. The Understanding of Information Gap Activities

According to Morrow, an information gap means that the speaker must tell the listener something that he or she does not know yet.[26] Based on Harmer's opinion, "information gap activity is when one student has to talk to partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between picture."[27]

[26] K. Morrow, *Principle of Communicative Methodology*, Essex: Longman, 1981, p. 58.

[27] Jeremy Harmer, The *Practice of English Language Teaching*, Essex: Pearson Education Limited, 2007, 4th ed., p. 349.

In addition, werner, Nelson, and spaventa state that information gap activity is a communicative active to be done orally in pairs in which each student is given part the information required to complete a particular task and should look only at his/ her own information by listening and speaking to exchange the information to successfully complete the task.[28]

The writer may infer that information gap actifities is the acctivities that are carried out in pair or group where the first leaner must exchange the information he/ she has to the second learner through verbal interction that is followed by completing the worksheet since they have different information related to the worksheet, so that it can create a stimulation to communicate with each other.

In this research, the writer using a kind of Information Gap Activity namely split information. It is activity of gap using one text, then split a text to be two parts and divide it to every group discussion. In the last, everyone in every group should be transfer their information to another person of the other group.

2. The Characteristics of Information-Gap Activities

Information gap activity is characterized as follow:[29]

a). In each activity the student is given task.

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[28] Patricia K. Wermer, Jhon P. Nelson, and Marilynn Spaventa, *A Communucative Grammar*, Boston: MoGraw-Hill, 1997, 2nd ed., p.xi.

[29] David Nunan, *Designing Task for the Communicative Classroom*, New York: Cambridge University Press, 1992, p. 124.

b). Since the information they need for the task is split into two parts (Student A and Student B), no student has enough information to be able to do it alone.

c). The student have to ask each other for the information they need and come to a decision together.

d). The activities are not exercises, but contexts in which the students can use language to find out things they genuinely need to know and to share ideas.

The writer infers that there are four main points as the characteristics of Information-Gap Activity: task-based learning, work in pair or group, there is information sharing through speaking, and use language to bridge "a gap" between them.

3. The Advantages of Information-Gap Activities

Based on Harmer's statement, Information gap is as a key to the enhancement of communicative purpose and the desire to communicate.[30] According to scrivener, by creating classroom activities that include such information gaps, we can provide activities that mimic this reason for communication, and this may be more motivating and useful to language learners than speaking without any real reason for doing so.[31]

[30] Jeremy Harmer, *The Practice of English language Teaching*, Esses: Longman, 2001, 3th ed., p. 85

[31] Jim Schrivener, *Learning Teaching: A Guidebook for English Language Teacher*, New York: Mcmillan, 2nd ed., p. 53

Moreover, communicative activities, in this case information-gap activities, can improve students' English speaking ability at the secondary level, vocational certificate student level, and tertiary level.[32]

Based on the citations above, the writer sees that the advantages of applying information-gap activities in the classroom,it can stimulate and motivate students in interesting teaching learning process, and also it can improve students speaking ability by real communication strategies.

4. The Disadvantages of Information-Gap activities

Legutke and Thomas see that information-gap activities help learners to appreciate that they use the target language to communicate without the direct intervention of the teacher, it means that the teacher will not be involved in such information-gap activity to prevent the mistakes or errors done by the student or even to help them.[33] The writer may infer that at least there is one disadvantage of using information-gap activity in the classroom. Teacher's role is passive, so that the students need to be active and independent in doing this activity.

5. Procedures Information-Gap in Teaching Speaking

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each

[32] Hayriye Kayi, Teaching Speaking : "*Activities to Promote Speaking in a Second Language*". The Internet TESL Journal, Vol. XII, No. 11, November 2006, p.1

[33] Michel Legutke and Howard Thomas, *Process and Experience in the Language Classroom*, London: Longman, 1991, p.96.

partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.[34]

6. Cooprative Learning

The idea of Cooperative learning is simple. Class members are organized into small groups after receiving instruction from the teacher. They then work through the task until all group members successfully understand and complete it. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.[35] In cooperative learning situations, there is a positive interdependence among students' goal achievement; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach theirs. A team member's success depends on both individual effort and the efforts of other group members who contribute needed knowledge, skills, and resources.

[34] Hayrine Kaye, " Teaching Speaking: Activities to Promote Speaking in a Second Language". *The Internet TESL Journal*, Vol. XII, No. 11, November 2006.

[35]David W. Johnson, Roger T. Johnson, and Karl Smith. Cooprative Learning: Instuction by Basing Practice on Validated Theory. *Journal on Excellence in University Teaching:* Minneapolis. University of Minnesota. (online 27 june 2016)

D. Report Text

Information reports are generally used to organise and store factual information. This information describes an entire class of living or non-living things.[36] Both oral and written form of information report consists of two main parts.

1. General information (general classification)
2. Bundles of more specific information (description)

The common grammatical patterns of an information report include:

1. Use of general nouns, e.g. hunting dogs, rather than particular nouns, e.g. our dog;
2. Use of relating verbs to describe features, e.g. molecules are tiny particles;
3. Use of timeless present tense to indicate usualness, e.g. tropical cyclones always begin over the sea;
4. Use of technical terms, e.g. isobars are lines drawn on a weather map; use of paragraphs with topic sentences to organize bundles of information; repeated naming the topic as the beginning focus of the clause.

Example of report text:[37]

Camel

Camel is a kind of desert animals which has big and strong body. These animals can be found in dry and desert regions in Asia and North Africa. Camel can travel in long distances without food and drinks at all in the middle of a hot desert. This can be happened because they can store their reserves food in the form of fat on its hump. Their unique foot makes them

[36] John Barwick, *Targetting Text Upper Level*, NSW: Blake Education, 1998, p. 4

[37] Belajarbahasainggrisku.com. *Contoh Report Text Tentang Binatang.* (Accessed on 27 June 2016).

easy to walk on the thick sand in the desert. They also have thick and long eyelashes to help them see in the middle of a sandstorm. Their body is able to survive in the hot desert until the temperature reach 41 degrees Celsius. Moreover, the process of transpiration which only occurs on their skin rather than on their fur, makes camel can save a lot of reserves water on their body.

There are two types of camels in this world. The first is the Arabian camel. They has a unique characteristic that has one hump on his back. Arabian camel or also called as dromedary can be used as a means of people's transportation in the desert and also can be food sources. The second is the Bactrian camel which has two humps. Bactrian camel can be found in the Gobi Desert region of China, Mongolia, and Australia. Similar with one humped camel, Bactrian camel can also be used as a means of transportation and a source of food.

CHAPTER III
RESEARCH METHOD

This chapter is the discussion about the research method which explains the research design, population and sample, instrumentation, data collection procedures and data analysis procedures.

A. Research Design

This study was an experimental study. As stated by Ary et all, an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimenter deliberately and systematically introduces change and then observes the consequences of that change. Only research problems that permit a researcher to manipulate conditions are appropriate for experimental research. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another.[38]

The experiment study was chosen as the design of the study because experimental design is aim at investigating causal relationships among

[38] Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction to Research in Education*, Eight Edition, USA: Wadsworth Publishing, 2010, p.265.

variables. This is in line with the objective of this study that was to measure the effect of Information Gap Activity toward students' speaking ability.

Specifically, since the classes that were chosen as the subject of the study were established classes which could not be randomized or reorganized. Quasi experimental design was used in this study. As Ary et al. state that quasi-experimental design is used when the investigator cannot randomly assign subjects to treatments.[39]

B. Population and Sample

The study took place of SMAN 1 Pangkalan Lada, which was located at Ahmad Yani street of Pangkalan Lada. The population of this study was all of the eleventh-grade students of SMAN 1 Pangkalan Lada in the 2016/ 2017 academic year. The eleventh-grade students were divided into five classes—XI-IPA I, XI-IPA II, XI-IPS I and XI-IPS II. XI III. The numbers of population of the students were shown in Table 3.1.

Table 3.1 Number of Population

No	Classes	Number of students
1.	XI-IPA I	28 Students
2.	XI-IPA II	28 Students
3.	XI-IPS I	30 Students
4.	XI-IPS II	30 Students
5.	XI-IPS III	30 Students
The Total Number		146 Students

[39] *Ibid*., p. 328.

Because the sample was not chosen individually, but a group of individuals who were naturally together in established classes, cluster sampling was used as the sampling technique in this study. In this sense, the writer chose XI-IPA I as the experiment class and XI-IPA II as the control class. The students' English scores of the two classes do not vary much from class to other class. The two classes were chosen as the sample to be considered representative of the population as a whole.

Table 3.2 The scheme of model

Clases	Pre-Test	Treatment	Post-Test
XI IPA I (X1)	Y1	Experiment	YI
XI IPA II (X2)	Y2	Control	Y2

C. Instrumentation

1. Test

The kind of test used collect the data was oral test. The test was related to the material that taught to the students of experiment and control class. There were two types of tests given to the students, namely pre-test and post-test. The pre-test was administered before the series of treatments given to both classes. While the post-test was administered after giving the treatments. The instrument of pre-test and post-test can be seen in appendix VII.

2. Scoring Method

There are two different approaches in scoring student's language production. The language production can be scored using an analytic approach, in which the teachers rate various aspects of each student's language production separately, or the language production can be scored using a holistic approach, in which the teachers use a single general scale to give a single global rating for each student's language production.[40]

The analytic approach was used because analytic approach included more detailed guidance that they gave to raters rather than holistic approach. The students' speeches were rate analytically, with separated scores for pronunciation, grammar, vocabulary,and fluency.

3. Test Validity and Reliability

According to Hughes, a test is said to be valid if it measures accurately what it is intended to be measured.[41] Brasdefer stated that there are three types of validity that often discussed in the literature: (1) content, (2) construct and (3) criterion-related validity.[42] The first type of validity is content validity. Hughes stated that a test is said to have content validity if its contents constitutes a representative sample of the language skills,

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[40] James Dean Brown, *Testing in Language Programs*, New Jersey: Prentice Hall Regents, 1996, p. 61.

[41] Arthur Hughes, *Testing for Language Teachers*, Second Edition, Cambridge: Cambridge University Press, 2003, p. 26.

[42] J. Cesar Felix-Brasdefer, "Data Collection Methods in Speech Act Performance: DCTS, Role Plays, and Verbal Reports", in Alicia Martinez Flor and Esther Uso-Juan, *Speech Act Performance: Theoretical, empirical and Methodological Issues*, Amsterdam: John Benjamins Publishing, p. 43.

structures, etc. Content validity mainly relies upon subjective interpretation of the individual researcher. It is not directly subjected to statistical verification.[43]

The second type is construct validity. Construct validity of research concerns the question of whether the results support the theory behind the research.[44] The third type is criterion-related validity. Criterion-related validity refers to the extent to which tests used in a research study are comparable to other established tests of the construct in question.[45]

In this study, the validation of instrument is mainly directed to the construct and content validity, it means that to make the test items (contents) match with what is supposed to be measured. Related to speaking test, the content validity can be checked by examining the agreement between the objectives of the course and the test used to measure the objectives. The test given to the subjects will be related to their speaking lesson material based on the syllabus. The syllabus and lesson plan can be seen in appendix IX.

The reliability refers to the degree of consistency measurement that a test yields in measuring what is intended to measure.[46] To score the students' oral work as fairly and consistently as possible, the writer used inter-rater reliability (test of reliability). Inter-rater reliability refers to the

[43] *Ibid*.,p. 26

[44] Donald H. McBurney and Theresa L. White, *Research Methods*, Eighth Edition, USA: Wadsworth Publishing, 2009, p. 175.

[45] Alison Mackey and Susan M. Gass, *Second Language Research: Methodology and Design*, New Jersey: Lawrence Erlbaum Publishers, p. 108.

[46] Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction*, p. 236.

degree of consistency and agreement between scores assigned by two or more raters or observers who judge or grade the same performance or behavior. For example, the process of scoring essay tests for subjective decisions on the part of those who have to grade the tests.[47] Just like essay test, spoken test also require subjective decisions. Therefore, the writer chose this type of reliability. In this case, two raters were employed to score the students' speeches. The first rater was Mrs. Kamsiah as English teacher of eleventh grade of SMAN 1 Pangkalan Lada and the second rater was the writer himself. The score of first rater and second rater can be seen in appendix II.

The students' performance was assessed by using the determine scoring rubric that includes criteria such as pronunciation, grammar, vocabulary, and fluency. To assess the reliability, the students' performance was scored by the two raters who assigned a score on each criterion by using the rating scale. The performance was directly scored by the two raters. Below is the coefficient correlation and the interpretation of inter-rater reliability proposed by Winkle et al as shown in table 3.3[48]

Table 3.3. Inter-Rater Coefficient Correlation and Interpretation

Correlation Coefficient	Interpretation
.90 to 1.00 or -.90 to -1.00	Very high positive or negative correlation
.70 to .89 or -.70- to -.89	High positive or negative correlation
.50 to .69 or -.50 to -.69	Moderate positive or negative correlation

[47] Ruth David, *Practical Statistics for Educators*, Fourth Edition, United Kingdom: Rowman and Littlefield Publishers, Inc., 2011, p. 196.

[48] Antony C. Winkle, and Jo Roy Mc Cuen, *Writing the research Paper,* Orlando: Harcount Brace Jovanovic Publisher, 1989, p. 35.

.30 to .49 or -.30 to -.49	Low positive or negative correlation
.00 to .29 or -.00 to -.29	Little if any correlation

Table 3.4 Testing Correlation

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	,962**
	Sig. (2-tailed)		,000
	N	28	28
Rater 2	Pearson Correlation	,962**	1
	Sig. (2-tailed)	,000	
	N	28	28

**. Correlation is significant at the 0.01 level (2-tailed).

Based on calculation used in SPSS the result was 0,962. Then it was consulted with r_{table} product moment with df = 28-2 =26. Based on the table significant 5% is r_{table} = 0,374. Because r =0,962 > r_{table} =0,374. Based on the table Inter-Rater Coefficient Correlation and Interpretation was. 90 to 1.00 or -.90 to -1.00 (very high positive or negative correlation). So, the writer concluded the data of testing correlation by rater 1 and rater 2 was reliable.

D. Data Collection Procedures

The first thing that the writer did was observation. After doing the observation at SMAN 1 Pangkalan Lada, the writer gave a pre-test to both classes that would be assigned as the sample of the study. After giving the pre-test, the writer determined the class that would be the experimental class and control class. The experimental class was given treatment by teaching them using Split Information Activity. Meanwhile, the control class was taught as

how they were usually taught. Post-test was given after the treatments completed. The post test was given in order to know the effect of using Split Information Activity toward students' speaking skill. In determining the scores gained by the students, the writer used an oral rating scale that proposed by Folse. After getting the students' speaking scores, the writer analyzed the result of students' speaking scores. Then, the data were discussed and concluded.

The steps of the data collection procedure are simply drawn as follow:

1. Observation

   The purpose of observation was to get more information about the situation of the classes that would be made as the sample of the study.

2. The writer gave pre-test

   The pre-test was given to both classes that would be assigned as the sample of the study. The pre-test was oral test form. The students were given a report text and asked to understand it. Than,They were asked to perform a monologe based on a report text that they got.

3. The writer decided which class would be the experiment class and which class would be the control class.

4. The writer gave treatments to the experiment class.

The experiment class was given treatments for four meeting by teaching them using Gap Activity especially in split information. Meanwhile, the control class was taught by using Traditional Approach.

5. The writer gave post-test to both classes after giving the treatments.

The way of giving the post-test was same as the way of giving the pre -test.

6. The scoring of students' speaking performance.

The scoring was done at the same time as the students performed the monologue in front of the class. There were two raters who scored the students' speaking performance. The first rater was the twelfth-grade English teacher of SMAN 1 Pangkalan Lada and the second one was the writer himself. The students' performance was assessed by using the determined scoring rubric that includes criteria such as pronunciation, grammar, vocabulary, and fluency.

8. The writer analyzed the data.

9. The writer discussed and concluded the findings.

Table 3.5
General Schedule of the Study

No	Experiment Class		Control Class	
	Date	**Material/ subtopic**	**Date**	**Material/ subtopic**
1.	July 25, 2016	Pre-test	July 25, 2016	Pre-test

2.	July 26, 2016	Report/Panda	July 26, 2016	Report/Panda
3.	July 27, 2016	Report/Bird	July 27, 2016	Report/Bird
4.	July 28, 2016	Report/Crocodile	July 28, 2016	Report/Crocodile
5.	July 29, 2016	Report/Buteflies	July 29, 2016	Report/Buteflies
6.	July 30, 2016	Post-test	July 30, 2016	Post-test

Table 3.6

Teaching Procedure for Experimental and Control Groups

Teaching Procedures for Experimental Group	Teaching Procedures for Control Group
1. The teacher gives explanation of Split Information Activity and each step of it. 2. The teacher tells the goal of Split Information Activity to students. 3. The teacher divides the students into two groups. 4. The teacher gives a split information of report text and he gives another split to another group. 5. The teacher asks to every	1. Theacher gives every student one report text in paper. 2. Teacher tells to them in the end of meeting that every student should be make monologue perform (rereporting and redescribing) based on their information 3. Lesson begins with the modeling of the speaking material by the teacher and the students follow what the teacher said.

student finds their patner from another group 6. The Theacher reads report text and students listen it. 7. The teacher gives times to every student to share their information, (giving and receiving information) orally in pairs with their patner from another group. 8. The teacher asks every student in each group to rereport and redescribe their information after they have shared. 9. During the students perform, the teacher gives them score.	4. Then, the students repeat each line of the text, individually and in chorus. 5. The teacher gives times to students to learn and to understand their information. 6. The teacher asks the students to make monologue performance (rereporting and describing) based on their information. 7. During the students perform, the teacher gives them score.

E. Data Analysis Procedures

The method of data analysis used the statistical procedures. The formula that used was a t-test. The purpose was to find the significant differences of speaking ability between control class and experiment class.

The data of this study were students' speaking ability score. Therefore, the data was in quantitative data. The data were analyzed by means of

inferential statistics. This statistical analysis were suitable to answer the research problem.

1. The writer gave test to the students of eleventh grade of SMAN 1 Pangkalan Lada.
2. The writer collected the data of students' test result.
3. The writer gave score the students' test result used the formula of scoring speaking ability.
4. The writer tabulated the data into the distribution of frequency of score table, then looked for the mean, median and modus of students' score, standard deviation, and standard error of control class and experiment class.

a. Mean[49]

Mean for singular data:m

$$m_x = \frac{\sum fX}{N}$$

Where :

m_x =mean

$\sum fX =$ Total result product between each score with frequency

$N =$ number of case

b. Standard deviation[50]

$$SD_1 = \sqrt{\frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)}}$$

[49] Triwid Syafarotun Najah, *Statistik*, Stain Palangka Raya, 2010, p. 41
[50] *Ibid* ., p. 37

Where:
SD = Standard Deviation
N = Number of students

c. Standard Error

$$Sem = \frac{SD}{\sqrt{n-1}}$$

Where:

Sem : Standard Error

Sd : Standard Deviation

N : Number of students

5. The writer calculated normality and homogeneity by using SPSS 18. The test of normality and homogenity can be seen in appendix VI.
6. To examine the hypothesis, the researcher used t-test statistical calculation as follows:

$$to = \frac{M1 - M2}{SEm1 - m2}$$

Where:

M1-M2 : The difference of two mean.

SEm1-m2: The standard error of difference between two mean.

To know the hypothesis is accepted or rejected using the criterion:

If t-test $\geq t_{table}$, it means Ha is accepted and Ho is rejected.

If t-test ≤ t_{table}, it means Ha is rejected and Ho is accepted.[51]

7. The researcher interpreted the result of t-test. The researcher accounted degree of freedom (df) with the formula as follows:

$$df = (N1 + N2 - 2)$$

Where:

df : Degree of freedom

N1 : Number of subject group 1

N2 : Number of subject group 2

2 : Number of variable[52]

8. The writer discussed and concluded the result of data analysis.

[51] Anas Sugiono, *Pengantar Statistik Pendidikan*, Jakarta: Rajawali Press, 1978, p. 372
[52] *Ibid*, p. 284

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, writer presented data from the field of study. The data were the result of pre test of control and experiment class, the result of post test of control and experiment class, result of data analysis, and discussion.

A. Data Presentation

In this chapter, writer presented the obtained data. The data were presented in the following table.

Table 4.1
The Comparison of Pre-test and Post-test Score of Control Class

No	Code	Score		
		Pre-test	Post-test	Difference
1	C1	58,5	65	6,5
2	C2	54,5	60	5,5
3	C3	58	62	4
4	C4	69,5	74,5	5
5	C5	66,5	71,5	5
6	C6	67	68	1
7	C7	62	67	5
8	C8	40	50	10
9	C9	54	58	4
10	C10	67	68,5	1,5
11	C11	61	63,5	2,5
12	C12	60	63	3
13	C13	69	72	3
14	C14	56	62	6
15	C15	61	62,5	1,5
16	C16	69,5	75	5,5
17	C17	59	64	5
18	C18	67	70	3
19	C19	65	68,5	3,5
20	C20	60,5	63	2,5

21	C21	59	60,5	1,5
22	C22	57	60	3
23	C23	64	65	1
24	C24	61	68,5	7,5
25	C25	62	67	5
26	C26	58,5	61	2,5
27	C27	62,5	70	7,5
28	C28	56	58,5	2,5
TOTAL		**1705**	**1818,5**	**113,5**
MEAN		**60,892**	**64,946**	**4,053**
LOWEST		**40**	**50**	**1**
HIGHEST		**69,5**	**75**	**10**

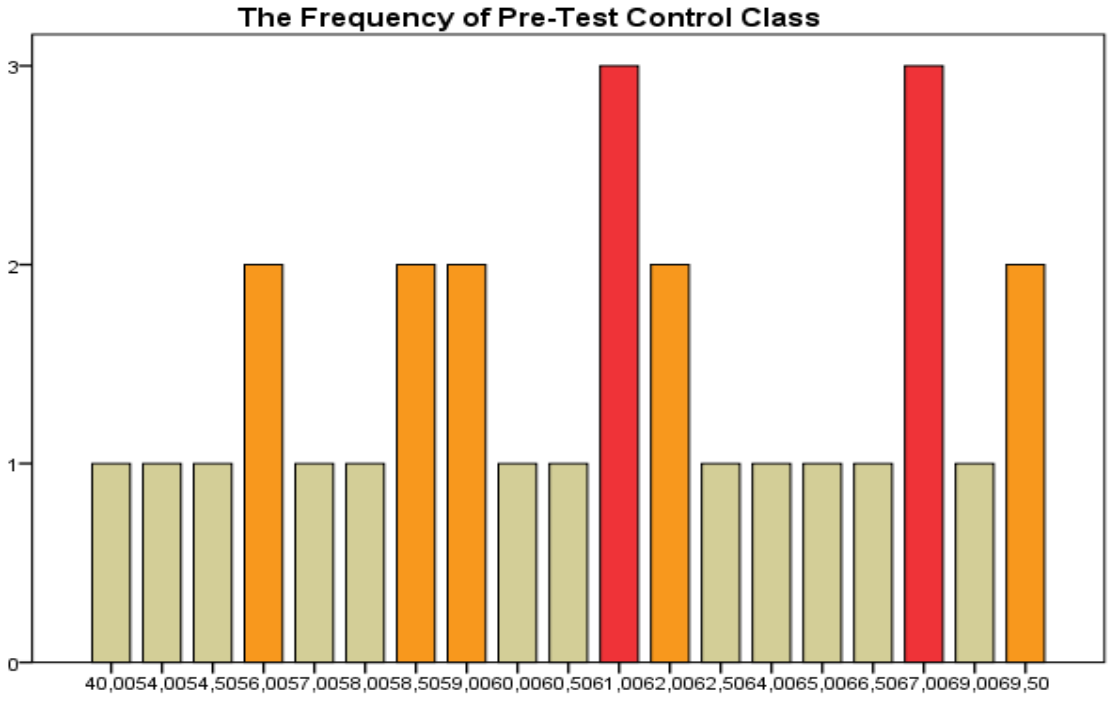
Based on table above, it can be seen that students' highest score of pre-test in control class was 69,5 and the lowest score of pre-test in control class was 40. Meanwhile, the highest score of post-test in control class was 75 and the lowest score of post-test in control class was 50. The different of highest pre-test and post-test was 10, meanwhile the lowest different of pre-test and post-test was 1.

a. The Result of Pretest Score of Control Class

Table 4.2
The Result of Pretest Score of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40,00	1	3,6	3,6	3,6
	54,00	1	3,6	3,6	7,1
	54,50	1	3,6	3,6	10,7
	56,00	2	7,1	7,1	17,9
	57,00	1	3,6	3,6	21,4
	58,00	1	3,6	3,6	25,0
	58,50	2	7,1	7,1	32,1
	59,00	2	7,1	7,1	39,3
	60,00	1	3,6	3,6	42,9
	60,50	1	3,6	3,6	46,4

61,00	3	10,7	10,7	57,1
62,00	2	7,1	7,1	64,3
62,50	1	3,6	3,6	67,9
64,00	1	3,6	3,6	71,4
65,00	1	3,6	3,6	75,0
66,50	1	3,6	3,6	78,6
67,00	3	10,7	10,7	89,3
69,00	1	3,6	3,6	92,9
69,50	2	7,1	7,1	100,0
Total	28	100,0	100,0	



Based on table and diagram above, the writer concluded there were two students who got score 69,5. There was one student got score 69. There were three students got score 67. There was one student got score 66,5. There was one student got score 65. There was one student got score 64. There was one student got score 62,5. There were two students got score 62. There were three students

got score 61. There was one student got score 60,5. There was one student got score 60. There were two students got score 59. There were two students got score 58,5. There was one student got score 58. There was one student got score 57. There were two students got score 56. There was one student got 54,5. There was one student got score 54 and one student got score 40.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.3
The Calculating Mean of Pretest Score of the Control Class

No	Score (x)	F	f.x
1	40	1	40
2	54	1	54
3	54,5	1	54,5
4	56	2	112
5	57	1	57
6	58	1	58
7	58,5	2	117
8	59	2	118
9	60	1	60
10	60,5	1	60,5
11	61	3	183
12	62	2	124
13	62,5	1	62,5
14	64	1	64
15	65	1	65
16	66,5	1	66,5
17	67	3	201

18	69	1	69
19	69,5	2	139
Total		**28**	**1705**

a. Mean

$$Mx = \frac{\sum fX}{N}$$

$$= \frac{1705}{28}$$

= 60,892

b. Median

Me= 60,5

c. Modus

Mo= 61 & 67

The calculation above showed the mean value 60,892, median value 60,5, and modus value 61 and 67.

The last step, the writer tabulated the scores of pre test of control class into the table for the calculation of standard deviation and the standard error as follows:

Table 4.4
The Calculating Standard Deviation and Standard Error of the Pretest Score in Control Class.

No	Score (x)	F	f.x	x2	f.x2
1	40	1	40	1600	1600

2	54	1	54	2916	2916
3	54,5	1	54,5	2970,25	2970,25
4	56	2	112	3136	6272
5	57	1	57	3249	3249
6	58	1	58	3364	3364
7	58,5	2	117	3422,25	6844,5
8	59	2	118	3481	6962
9	60	1	60	3600	3600
10	60,5	1	60,5	3660,25	3660,25
11	61	3	183	3721	11163
12	62	2	124	3844	7688
13	62,5	1	62,5	3906,25	3906,25
14	64	1	64	4096	4096
15	65	1	65	4225	4225
16	66,5	1	66,5	4422,25	4422,25
17	67	3	201	4489	13467
18	69	1	69	4761	4761
19	69,5	2	139	4830,25	9660,5
Total		**28**	**1705**	**69693,5**	**104827**

a. Standard Deviation

$$SD_2 = \sqrt{\frac{n\sum fx^2-(\sum fx)^2}{n(n-1)}}$$

$$SD_2 = \sqrt{\frac{28.104827-(2907025)}{28(28-1)}}$$

$$SD_2 = \sqrt{\frac{2935156-2907025}{756}}$$

$$SD_2 = \sqrt{\frac{28131}{756}}$$

$$SD_2 = \sqrt{37,210}$$

$$SD_2 = 6,10$$

b. Standard Error

$$SEm_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$SEm_2 = \frac{6,10}{\sqrt{27}}$$

$$SEm_2 = \frac{6,10}{5,196}$$

$$SEm_2 = 1,173$$

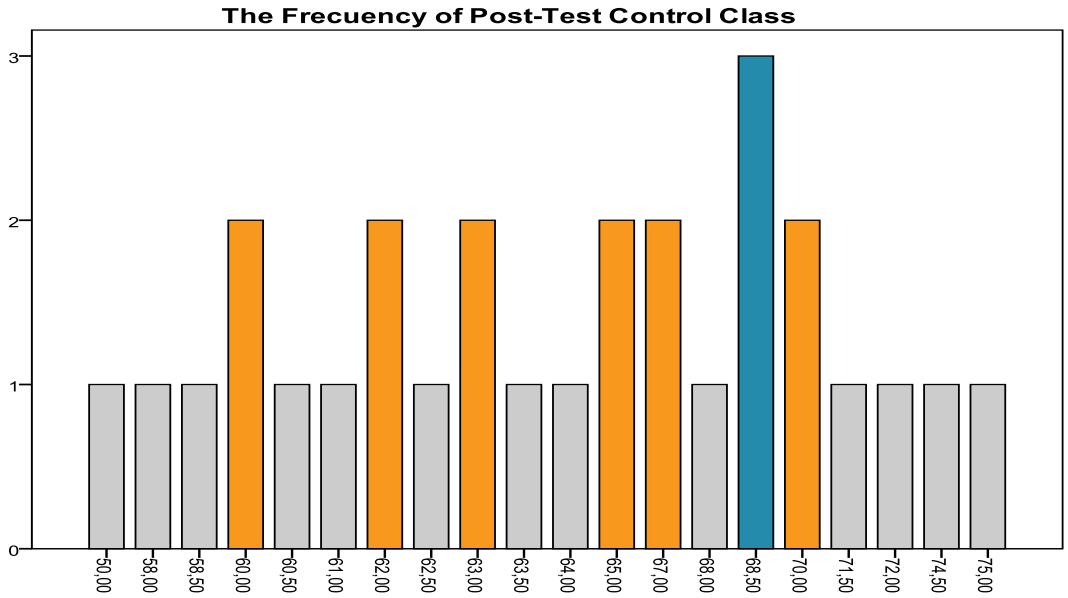
The result of calculation showed that the standard deviation of pre test score of control class was 6,10 and the standard error of pre test score of control class was = 1,173

b. The Result of Posttest Score of Control Class

Table 4.5
The Result of Posttest Score of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,00	1	3,6	3,6	3,6
	58,00	1	3,6	3,6	7,1
	58,50	1	3,6	3,6	10,7

60,00	2	7,1	7,1	17,9
60,50	1	3,6	3,6	21,4
61,00	1	3,6	3,6	25,0
62,00	2	7,1	7,1	32,1
62,50	1	3,6	3,6	35,7
63,00	2	7,1	7,1	42,9
63,50	1	3,6	3,6	46,4
64,00	1	3,6	3,6	50,0
65,00	2	7,1	7,1	57,1
67,00	2	7,1	7,1	64,3
68,00	1	3,6	3,6	67,9
68,50	3	10,7	10,7	78,6
70,00	2	7,1	7,1	85,7
71,50	1	3,6	3,6	89,3
72,00	1	3,6	3,6	92,9
74,50	1	3,6	3,6	96,4
75,00	1	3,6	3,6	100,0
Total	28	100,0	100,0	



Based on table and diagram above, the writer concluded there was one student who got score 75. There was one student got score 74,5. There was one

students got score 72. There was one student got score 71,5. There were two students got score 70. There were three students got score 68,5. There was one student got score 68. There were two students got score 67. There were two students got score 65. There was one student got score 64. There was one student got score 63,5. There were two students got score 63. There was one student got score 62,5. There were two students got score 62. There was one student got score 61. There was one student got score 60,5. There were two students got score 60. There was one student got score 58,5. There was one student got score 58 and one student got score 50.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.6
The Calculating Mean of Posttest Score of the Control Class

No	Score (x)	F	f.x
1	50	1	50
2	58	1	58
3	58,5	1	58,5
4	60	2	120
5	60,5	1	60,5
6	61	1	61
7	62	2	124
8	62,5	1	62,5
9	63	2	126
10	63,5	1	63,5
11	64	1	64
12	65	2	130

13	67	2	134
14	68	1	68
15	68,5	3	205,5
16	70	2	140
17	71,5	1	71,5
18	72	1	72
19	74,5	1	74,5
20	75	1	75
Total		**28**	**1818,5**

a. Mean

$$Mx = \frac{\sum fX}{N}$$

$$= \frac{1818,5}{28}$$

= 64,946

b. Median

Me= 63,75

c. Modus

Mo= 68,5

The calculation above showed the mean value 64,946, median value 63,75 and modus value 68,5. The last step, the writer tabulated the scores of post test of control class into the table for the calculation of standard deviation and the standard error as follows:

Table 4.7
The Calculating Standard Deviation and Standard Error of the Posttest Score in Control Class.

No	Score (x)	F	f.x	x2	f.x2
1	50	1	50	2500	2500
2	58	1	58	3364	3364
3	58,5	1	58,5	3422,25	3422,25
4	60	2	120	3600	7200
5	60,5	1	60,5	3660,25	3660,25
6	61	1	61	3721	3721
7	62	2	124	3844	7688
8	62,5	1	62,5	3906,25	3906,25
9	63	2	126	3969	7938
10	63,5	1	63,5	4032,25	4032,25
11	64	1	64	4096	4096
12	65	2	130	4225	8450
13	67	2	134	4489	8978
14	68	1	68	4624	4624
15	68,5	3	205,5	4692,25	14076,75
16	70	2	140	4900	9800
17	71,5	1	71,5	5112,25	5112,25
18	72	1	72	5184	5184
19	74,5	1	74,5	5550,25	5550,25
20	75	1	75	5625	5625
Total		**28**	**1818,5**	**84516,75**	**118928,25**

a. Standard Deviation

$$SD_2 = \sqrt{\frac{n\sum fx^2-(\sum fx)^2}{n(n-1)}}$$

$$SD_2 = \sqrt{\frac{28.118928,25-(3306942,25)}{28(28-1)}}$$

$$SD_2 = \sqrt{\frac{3329991-3306942,25}{756}}$$

$$SD_2 = \sqrt{\frac{23048,75}{756}}$$

$$SD_2 = \sqrt{30,4877}$$

$$SD_2 = 5,521$$

b.Standard Error

$$SEm_2 = \frac{SD_2}{\sqrt{N2-1}}$$

$$SEm_2 = \frac{5,521}{\sqrt{27}}$$

$$SEm_2 = \frac{5,521}{5,196}$$

$$SEm_2 = 1,062$$

The result of calculation showed that the standard deviation of post test score of control class was 5,521 and the standard error of post test score of control class was 1,062.

Table 4.8
The Comparison of Pre-test and Post-test Score of Experiment Class

No	Code	Score		
		Pre-test	Post-test	Difference
1	E1	57	68	11
2	E2	57,5	65,5	8
3	E3	58	65,5	7,5
4	E4	72	76,5	4,5
5	E5	69	74,5	5,5
6	E6	66	69,5	3,5
7	E7	60,5	70	9,5
8	E8	62	68,5	6,5
9	E9	57	66	9
10	E10	52	55,5	3,5
11	E11	69,5	80,5	11
12	E12	59,5	68	8,5
13	E13	62,5	68	5,5
14	E14	58,5	68	9,5
15	E15	59,5	69	9,5
16	E16	58	72	14
17	E17	60	69	9
18	E18	57,5	68	10,5
19	E19	57	64	7
20	E20	58,5	68	9,5
21	E21	67	80	13
22	E22	62	64,5	2,5
23	E23	51	54,5	3,5
24	E24	62	71,5	9,5
25	E25	64,5	75	10,5
26	E26	64	69	5
27	E27	61	66,5	5,5
28	E28	60	63,5	3,5
TOTAL		**1703**	**1918,5**	**215,5**
MEAN		**60,821**	**68,517**	**7,696**
LOWEST		**51**	**54,5**	**2,5**
HIGHEST		**72**	**80,5**	**14**

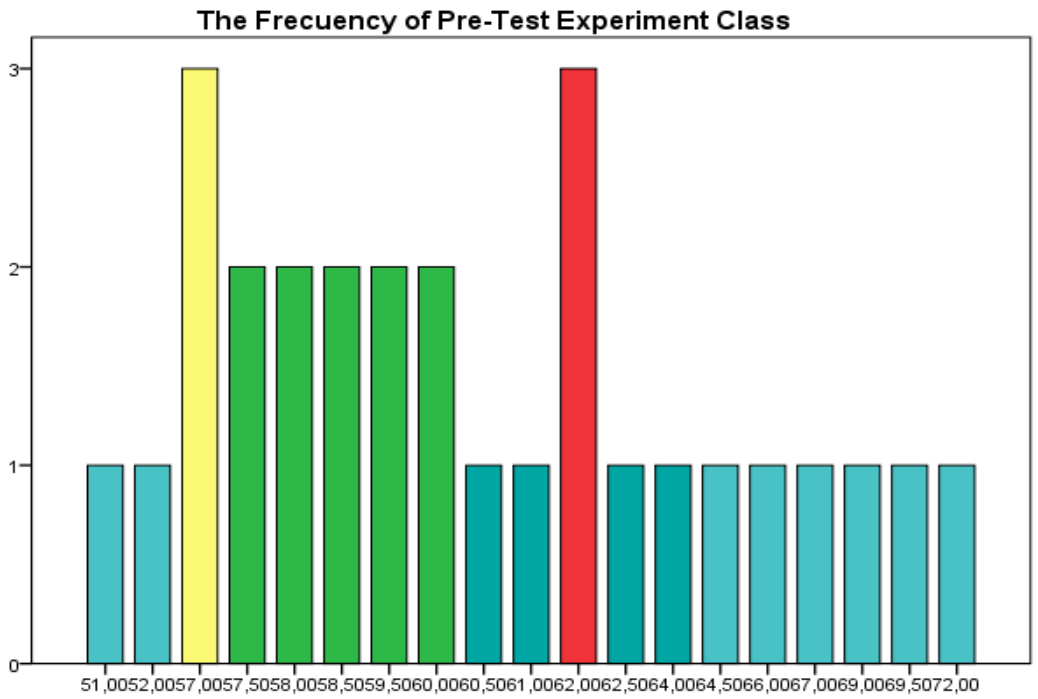
Based on table above, it can be seen that students' highest score of pre-test in experiment class was 72 and the lowest score of pre-test in experiment class

was 51. Meanwhile, highest score of post-test in experiment class was 80,5 and the lowest score of post-test in control class was 54,5. The different of highest pre-test and post-test was 14, meanwhile the lowest different of pre-test and post-test was 2,5.

a. The Result of Pretest Score of Experiment Class

Table 4.9
The Result of Pretest Score of Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51,00	1	3,6	3,6	3,6
	52,00	1	3,6	3,6	7,1
	57,00	3	10,7	10,7	17,9
	57,50	2	7,1	7,1	25,0
	58,00	2	7,1	7,1	32,1
	58,50	2	7,1	7,1	39,3
	59,50	2	7,1	7,1	46,4
	60,00	2	7,1	7,1	53,6
	60,50	1	3,6	3,6	57,1
	61,00	1	3,6	3,6	60,7
	62,00	3	10,7	10,7	71,4
	62,50	1	3,6	3,6	75,0
	64,00	1	3,6	3,6	78,6
	64,50	1	3,6	3,6	82,1
	66,00	1	3,6	3,6	85,7
	67,00	1	3,6	3,6	89,3
	69,00	1	3,6	3,6	92,9
	69,50	1	3,6	3,6	96,4
	72,00	1	3,6	3,6	100,0
	Total	28	100,0	100,0	



Based on table and diagram above, the writer concluded there was one student who got score 72. There was one student got score 69,5. There was one student got score 69. There was one student got score 67. There was one student got score 66. There was one student got score 64,5. There was one student got score 64. There was one student got score 62,5. There were three students got score 62. There was one student got score 61. There was one student got score 60,5. There were two students got score 60. There were two students got score 9,5. There were two students' got score 58,5. There were two students got score 58. There were two students' got score 57,5. There were three students' got score 57. There was one student got score 52 and one student got score 51.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.10
The Calculating Mean of Pretest Score of the Experiment Class

No	Score (x)	F	f.x
1	51	1	51
2	52	1	52
3	57	3	171
4	57,5	2	115
5	58	2	116
6	58,5	2	117
7	59,5	2	119
8	60	2	120
9	60,5	1	60,5
10	61	1	61
11	62	3	186
12	62,5	1	62,5
13	64	1	64
14	64,5	1	64,5
15	66	1	66
16	67	1	67
17	69	1	69
18	69,5	1	69,5
19	72	1	72
Total		**28**	**1703**

a. Mean

$$Mx = \frac{\sum fX}{N}$$

$$= \frac{1703}{28}$$

= 60,821

b. Median

Me= 61

c. Modus

Mo= 57 & 62

The calculation above showed the mean value 60,821, median value 61 and modus value 57 and 62. The last step, the writer tabulated the scores of pre test of experiment class into the table for the calculation of standard deviation and the standard error as follows:

Table 4.11
The Calculating Standard Deviation and Standard Error of the Pretest Score in Experiment Class

No	Score (x)	F	f.x	x2	f.x2
1	51	1	51	2601	2601
2	52	1	52	2704	2704
3	57	3	171	3249	9747
4	57,5	2	115	3306,25	6612,5
5	58	2	116	3364	6728
6	58,5	2	117	3422,25	6844,5
7	59,5	2	119	3540,25	7080,5
8	60	2	120	3600	7200
9	60,5	1	60,5	3660,25	3660,25
10	61	1	61	3721	3721
11	62	3	186	3844	11532
12	62,5	1	62,5	3906,25	3906,25

13	64	1	64	4096	4096
14	64,5	1	64,5	4160,25	4160,25
15	66	1	66	4356	4356
16	67	1	67	4489	4489
17	69	1	69	4761	4761
18	69,5	1	69,5	4830,25	4830,25
19	72	1	72	5184	5184
Total		**28**	**1703**	**72767,75**	**104213,5**

a. Standard Deviation

$$SD_1 = \sqrt{\frac{n\sum fx^2-(\sum fx)^2}{n(n-1)}}$$

$$SD_1 = \sqrt{\frac{28.104213,5-(2900209)}{28(28-1)}}$$

$$SD_1 = \sqrt{\frac{2917978-2900209}{756}}$$

$$SD_1 = \sqrt{\frac{17769}{756}}$$

$$SD_1 = \sqrt{23,5039}$$

$$SD_1 = 4,848$$

b. Standard Error

$$SEm_1 = \frac{SD^1}{\sqrt{N_1 - 1}}$$

$$SEm_1 = \frac{4{,}848}{\sqrt{27}}$$

$$SEm_1 = \frac{4{,}848}{5{,}196}$$

$$SEm_1 = 0{,}933$$

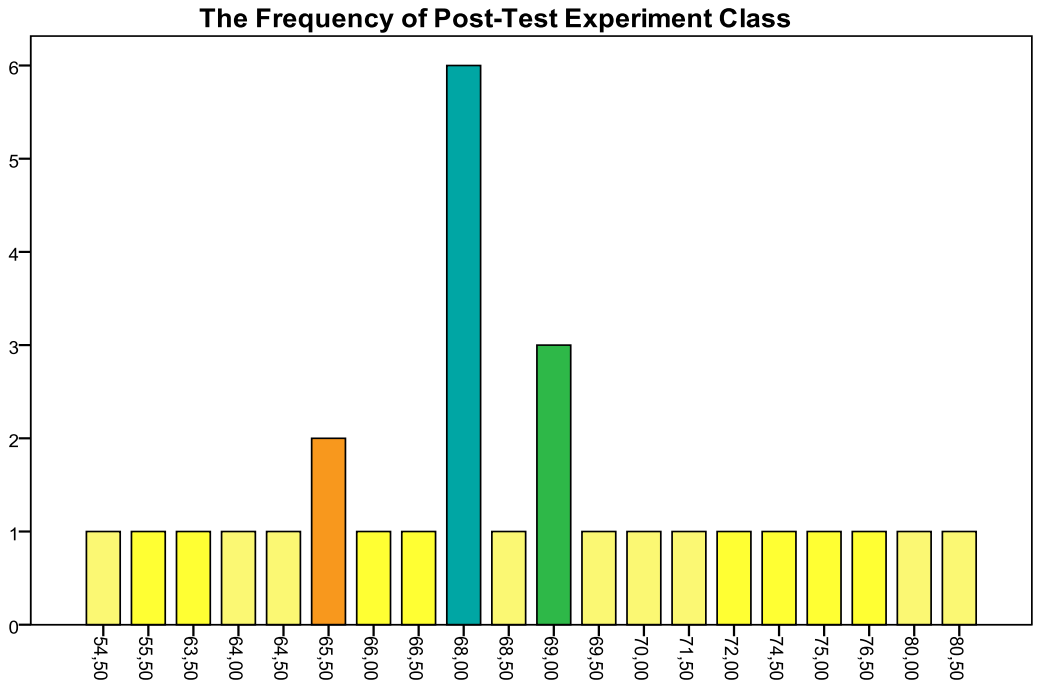
The result of calculation showed that the standard deviation of pre test score of experiment class was 4,848 and the standard error of pre test score of experiment class was 0,933.

a. The Result of Posttest Score of Experiment Class

Table 4.12
The Result of Posttest Score of Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54,50	1	3,6	3,6	3,6
	55,50	1	3,6	3,6	7,1
	63,50	1	3,6	3,6	10,7
	64,00	1	3,6	3,6	14,3
	64,50	1	3,6	3,6	17,9
	65,50	2	7,1	7,1	25,0
	66,00	1	3,6	3,6	28,6
	66,50	1	3,6	3,6	32,1
	68,00	6	21,4	21,4	53,6
	68,50	1	3,6	3,6	57,1
	69,00	3	10,7	10,7	67,9
	69,50	1	3,6	3,6	71,4
	70,00	1	3,6	3,6	75,0

71,50	1	3,6	3,6	78,6
72,00	1	3,6	3,6	82,1
74,50	1	3,6	3,6	85,7
75,00	1	3,6	3,6	89,3
76,50	1	3,6	3,6	92,9
80,00	1	3,6	3,6	96,4
80,50	1	3,6	3,6	100,0
Total	28	100,0	100,0	



Based on table and diagram above, the writer concluded there was one student who got score 80,5. There was one student got score 80. There was one student got score 76,5. There was one student got score 75. There was one student got score 74,5. There was one student got score 72. There was one student got score 71,5. There was one student got score 70. There was one student got score 69,5. There were three studentsgot score 69. There was one student got score 68,5. There were six students got score 68. There was one

student got score 66,5. There was one student got score 66. There were two students got score 65,5. There was one student got score 64,5. There was one student got score 64. There was one student got score 63,5. There was one student got score 55,5 and one student got score 54,5.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.13
The Calculating Mean of Posttest Score of the Experiment Class

No	Score (x)	F	f.x
1	54,5	1	54,5
2	55,5	1	55,5
3	63,5	1	63,5
4	64	1	64
5	64,5	1	64,5
6	65,5	2	131
7	66	1	66
8	66,5	1	66,5
9	68	6	408
10	68,5	1	68,5
11	69	3	207
12	69,5	1	69,5
13	70	1	70
14	71,5	1	71,5
15	72	1	72
16	74,5	1	74,5
17	75	1	75
18	76,5	1	76,5
19	80	1	80

20	80,5	1	80,5
Total		**28**	**1918,5**

a. Mean

$$Mx = \frac{\sum fX}{N}$$

$$= \frac{1918,5}{28}$$

= 68,517

b. Median

Me= 68,75

c. Modus

Mo= 68

The calculation above showed the mean value 68,517, median value 68,75 and modus value 68. The last step, the writer tabulated the scores of pre test of experiment class into the table for the calculation of standard deviation and the standard error as follows:

Table 4.14
The Calculating Standard Deviation and Standard Error of the Posttest Score in Experiment Class

No	Score (x)	F	f.x	x2	f.x2
1	54,5	1	54,5	2970,25	2970,25
2	55,5	1	55,5	3080,25	3080,25
3	63,5	1	63,5	4032,25	4032,25

4	64	1	64	4096	4096
5	64,5	1	64,5	4160,25	4160,25
6	65,5	2	131	4290,25	8580,5
7	66	1	66	4356	4356
8	66,5	1	66,5	4422,25	4422,25
9	68	6	408	4624	27744
10	68,5	1	68,5	4692,25	4692,25
11	69	3	207	4761	14283
12	69,5	1	69,5	4830,25	4830,25
13	70	1	70	4900	4900
14	71,5	1	71,5	5112,25	5112,25
15	72	1	72	5184	5184
16	74,5	1	74,5	5550,25	5550,25
17	75	1	75	5625	5625
18	76,5	1	76,5	5852,25	5852,25
19	80	1	80	6400	6400
20	80,5	1	80,5	6480,25	6480,25
Total		**28**	**1918,5**	**95419**	**132351,25**

a. Standard Deviation

$$SD_1 = \sqrt{\frac{n\sum fx^2-(\sum fx)^2}{n(n-1)}}$$

$$SD_1 = \sqrt{\frac{28.132351,25-(3680642,25)}{28(28-1)}}$$

$$SD_1 = \sqrt{\frac{3705835-3680642,25}{756}}$$

$$SD_1 = \sqrt{\frac{25192,75}{756}}$$

$$SD_1 = \sqrt{33,3237}$$

$$SD_1 = 5,772$$

b. Standard Error

$$SEm_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SEm_1 = \frac{5,772}{\sqrt{27}}$$

$$SEm_1 = \frac{5,772}{5,196}$$

$$SEm_1 = 1,110$$

The result of calculation showed that the standard deviation of post test score of experiment class was 5,772 and the standard error of post test score of experiment class was 1,110.

B. Testing Hypothesis Using T_{test}

1. Testing Hypothesis Using Manual Calculation

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, writer calculated the standard deviation and the standard error of X_1 and X_2. It was found the standard deviation and the standard error

of post test of X_1 and X_2 at the previous data presentation. It could be seen on this following table:

Table 4.15 The Standard Deviation and the Standard Error of X_1 and X_2

Variable	The Standard Deviation	The Standard Error
$\mathbf{X_1}$	5,772	1,110
$\mathbf{X_2}$	5,521	1,062

Where:

X_1 = Experimental Group

X_2 = Control Group

The next step, the writer calculated the standard error of the differences mean between X_1 and X_2 as follows:

Standard Error of Mean of Score Difference between Variable I and Variable II:

$$SE_{M1} - SE_{M2} = \sqrt{SEm1^2 + SEm2}^2$$

$$SE_{M1} - SE_{M2} = \sqrt{1{,}110^2 + 1{,}062^2}$$

$$SE_{M1} - SE_{M2} = \sqrt{1{,}2321 + 1{,}12784}$$

$$SE_{M1} - SE_{M2} = \sqrt{2{,}35994}$$

$$SE_{M1} - SE_{M2} = 1{,}536209 \text{ or } 1{,}536$$

Then, it was inserted to the t_o formula to get the value of t observe as follows:

$$t_0 = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

$$t_0 = \frac{68{,}517 - 64{,}946}{1{,}536}$$

$$t_0 = \frac{3{,}571}{1{,}536}$$

t_0 = 2,324869 or 2,325

With the criteria:

If t-test (t-observed) ≥ t_{table},it means Ha is accepted and Ho is rejected. If t-test (t-observed) <t_{table},it means Ha is rejected and Ho is accepted.

Then, the researcher interpreted the result of t- test. Previously, the writer accounted the degree of freedom (df) with the formula:

$$df = (N_1 + N_2 - 2)$$

$$= (28 + 28 - 2)$$

$$= 54$$

t_{table} at df 54 at 5% significant level = 2.01

t_o = 2,32> t_{table} =2,01 ← **Ha accepted at t_{table} 5 %**

The calculation above showed the result of t-test calculation as in the table follows:

Table 4.16 The Result of T-test

Variable	t observe	t table 5%	Df/db
X_1- X_2	2,325	2,010	54

Where:

X_1 = Experimental Group

X_2 = Control Group

t observe = The calculated Value

t table = The distribution of t value

df/db = Degree of Freedom

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was higher than the value of t_{able} at 5% significance level or 2.325>2.010. it could be interpreted that alternative hypothesis (H_a) was accepted. It meant there is significant difference between students' speaking ability using Split Information Activity and without using Split Information Activity at elaventh grade of SMAN 1 Pangkalan Lada. Simply, it could be interpreted that null hyphothesis was rejected.

Split information activity gave significant effect on the students' speaking ability at eleventh grade of SMAN 1 pangkalan Lada. It meant students who were taught by using split information activity had better than those taught by non split information activity. It also can be seen in table

difference mean of elements speaking in control class and experiment class in pre-test and post-test below.

Table 4.17. Defference Mean of Pretest and Posttest in Control Class and Experiment Class

No	Class	Element of Speaking							
		Grammar		Vocabulary		Fluency		Pronunciation	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	Control	14,5	15,04	14	15,17	16,17	17,37	16,21	17,35
	Difference	**0,54**		**1,17**		**1,2**		**1,14**	
2.	Experiment	14,66	15,51	14,07	16,17	16,36	18,76	15,75	18,09
	Difference	**0,85**		**2,1**		**2,4**		**2,34**	

Based on table above, the difference mean of grammar in contol class (0,54), vocabulary (1,17), fluency (1,2), pronunciation (1,14) and the difference mean of grammar in experiment class (0,85), vocabulary (2,1), fluency (2,4), pronunciation (2,34). It meant that split information activity gave significant effect toward students speaking score at eleventh grade of SMAN 1 Pangkalan Lada.

2. Testing Hypothesis Using SPPS Program

The writer also applied SPSS 18.0 program to calculate t test in testing hypothesis of the study. The result of t test using SPSS 18.0 was used to support the manual calculation of the t test. The result of the t test is used SPSS 18.0 program could be seen as follows:

Table 4.18 The Standard Deviation and the Standard Error of X_1 and X_2

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean

Post-test	Experiment	28	68,52	5,773	1,091
	Control	28	64,95	5,522	1,043

The table showed the result of the standard deviation calculation of $X_1$was 5,773 and the result of the standard error mean calculation was 1,091. The result of the standard deviation calculation of X_2 was 5,522 and the standard error mean calculation was 1,043.

Table 4.19 The calculation of T-test Using SPSS 18.0

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	,244	,623	2,366	54	,022	3,571	1,510	,545	6,598
	Equal variances not assumed			2,366	53,894	,022	3,571	1,510	,545	6,598

Based on the result of t-value using SPSS 18.0 program. Since the result of post test between experimental and control group had difference score of variance, it found that the result of t observed was 3,366, the result of mean difference between experimental and control group was 3,571. The calculation above showed the result of t-test calculation as in the table follows:

Table 4.20 The Result of T-test

Variable	t observe	t table 5%	Df/db
X_1- X_2	2,366	2,010	54

Based on the result of hypothesis test using SPSS 18.0 program, it was found that the value of $t_{observed}$ was higher than the value of t_{able} at 5% significance level or 2.366>2.010. It could be interpreted that alternative hypothesis (H_a) was accepted. It meant there was significant difference between students' speaking ability using split information activity and without using split information activity at students elaventh grade of SMAN1 Pangkalan Lada. Simply, it could be interpreted that null hyphothesis was rejected.

Split Information Activity gave significant effect on the students' speaking ability at at elaventh grade of SMAN 1 Pangkalan Lada. It meant students who were taught by using Split Information Activity had better critical thinking achievement than those taught by non Split Information Activity.

B. Discussion

The study was aimed at measuring the effect of Split Information Activity toward students' speaking ability at the eleventh grade of SMAN 1 Pangkalan Lada. From the result on statistical analysis of the research findings, it is shown that split information activity gives statistically significant effect toward students'speaking scores. It was proven by the comparison between students' scores on pre-test and post-test (total score 1703<1818,5).

Before split information activity was implemented as the treatment on the experimental class, the students both in control and experiment class had similar scores on their speaking ability. It was shown from the result of statistical calculation through and manual calculation SPSS 18 for windows in which both classes did not have a significant difference on their means scores on pre-test (60,89 and 60,82).

However, after getting several treatment sessions, the post-test scores in experimental class then increased significantly.The mean of experiment class post-test scores was higher than post-test mean of control class (68,51>64,94).

Meanwhile, after the data was calculated using manual calculation of t_{test} .It was found the $t_{observed}$ of post-test in contol and experiment class were higher than the t_{table} at 5% significance level (2.325>2.010). Before writer gave treatment to students in experiment class, the mean of pre-test result was 60,82 and after gave treatment, the result of post-test was 68,51 .It meant H_a was accepted and H_o was rejected.

The data calculated using SPSS 18 program, it was found the $t_{observed}$ of post-test in control and experiment class were higher than the t_{table} at 5% significance level (2.366>2.010). In experiment class, the mean of pre-test result was 60,82 and the result of post-test was 68,51. It meant H_a was accepted and H_o was rejected.

There were some reasons why the writer using split information activity gave significance effect for the students' speaking skill. First, split information activity was effective in improving speaking skill students. It can be seen the

result mean of pre-test was 60,82 and post-test was 68,51. This finding supported by Putu and friends in chapter II page 11. It was said information gap technique gives significant progress in improving students' speaking skill. It was support by the advantages of information gap activities in chapter II showed, it can improve students' English speaking ability.

Based on the difference mean of grammar in contol class (0,54), vocabulary (1,17), fluency (1,2), pronunciation (1,14) and the difference mean of grammar in experiment class (0,85), vocabulary (2,1), fluency (2,4), pronunciation (2,34).This finding indicated that significant effect of Using Split Information Activity at eleventh grade students of SMAN 1 Pangkalan Lada was found. So, this technique effective used in the school.

In this finding only confirmed improving students speaking ability. Its did not confirmed stimulated and motivated students in interesting teaching learning.Compatible with kayi, he stated that information gap activity can improve students English speaking ability.[53]

Second reason was split information activity can used in english foreign language especially in speaking ability. It was supported by related study of kazem and javad in chapter II,they said implementing information gap task does affect positively the students' speaking abilities, and the students who are exposed to these task will be able to communicate in English musch more effeciently than those who are not.

[53] Hayriye Kayi, Teaching Speaking : "*Activities to Promote Speaking in a Second Language*". The Internet TESL Journal, Vol. XII, No. 11, November 2006, p.1

Third reason was it can improve students speaking skills. It was supported by related study of Sugiarti. She stated that the implementation of information-gap activities could improve the students' speaking skills

The problem of writer in implementing split information activity was the students which they have not known yet about split information activity. So, the writer should introduce split information activity the first to them.

The second was student won't talk to share and transfer their information to their patner. This statement supported by the problem of teaching speaking in EFL classroom in chapter II, page 20, and also supported by the disavanteges of information gap activity in chapter II, page 30. The teacher's role is passive, so that the students need to be active and independent in doing this activity.

Those are the result of pre-test compared with post-test for experiment class and control class of students at SMAN 1 Pangkalan Lada. Based on the theories and the writer's result, split information activity gave significant effect in teaching speaking ability at the elevent grade of SMAN 1 Pangkalan Lada.

CHAPTER V
CLOSURE

This chapter covers of conclusion and some suggestion based on the result of the study, as the following:

A. Conclusion

After the writer got result of analysis, it could answer the problem of study as follows, is there significant effect of split information activity at eleventh grade students at SMAN 1 Pangkalan Lada?

Based on the difference mean of grammar in control class (0,54), vocabulary (1,17), fluency (1,2), pronunciation (1,14) and the difference mean of grammar in experiment class (0,85), vocabulary (2,1),fluency (2,4), pronunciation (2,34). It meant that split information activity gave significant effect toward students speaking score at eleventh grade of SMAN 1 Pangkalan Lada.

Based on result analysis split information activity gave statistically significant effect toward students' speaking scores at the eleventh grade of eleventh grade students at SMAN 1 Pangkalan Lada. The writer concluded, the result of t test using manual calculation showed that the calculated value ($t_{observed}$) was greater than t_{table} at 5% significance level or 2.325> 2.010. The result of t test using SPSS programe showed that the calculated value ($t_{observed}$) was greater than t_{table}at 5% significance level or 2.366>2.010.

Moreover, in H_a there was significant effect of split information activity on speaking ability at the eleventh grade students at SMAN 1 Pangkalan Lada was

accepted in error level at 5%. Meanwhile, in H_o there was not significant effect of split information activity on speaking ability at the eleventh grade students at SMAN 1 Pangkalan Lada was rejected in error level at 5%. It can be seen the result of different pre-test and post-test (60,82> 68,51).

B. Suggestion

Based on conclusion above, there are some suggestions below:

1. For the English teacher

   Split information activity can be used to improve speaking ability. It was based on the result of this research there was significant effect on the speaking ability students at eleventh grade students of SMAN 1 Pangkalan Lada. So,the writer recommends, the teacher used Split information activity in teaching learning and not only about speaking but also other skill which possible to use it.

2. For the students

   Writer recommended to the students used split information activity with their teacher or independently. And writer also recommended to the students to learn and improve their speaking mastery and other skill with practice among friends.

3. For the future writer

   In this thesis, writer realized that design of the study was very simple. Therefore, for the future writer, based on this thesis is used one technique. So, writer recommendeded that future writer can be combined split information activity with another technique. Morever, in this research only

confirmed progress of speaking ability and it did not confirmed motivated. So, writer also recommended to future writer to combaine speaking ability and motivated students. And future writer can improve better design. In other word, future writer can use this research as the reference for conducting their research.

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